

PROJECT EROOSC
SEND 600 CHILDREN TO SCHOOL FROM COMMUNITIES IN BAKASSI AND
AKPABUYO

- A) **Organization name:**The Bridge Foundation For Youth Leadership
- B) **Date organization was founded and registration status:** 2011/Corporate Affairs Commission
- C) **About organization, its purpose, and past related experience:**

The Bridge Leadership Foundation (TBLF) is a not-for profit organization with a commitment to building generations of young people educated to become compassionate, entrepreneurial and engaged citizens who are empowered to take responsibility for leading their own lives and making a difference in the world. Since inception in 2011, the foundation has addressed gaps in the provision of practical leadership models for young people and platforms designed to develop, mentor and empower these young people to maximize their potential. The Foundation is governed by a Board of visionary and dynamic industry leaders who are equally passionate and committed to the mission of the Foundation.

Our vision is to raise a community of inspired, equipped and influential young leaders who lead themselves and others positively. Our mission is to inspire, equip and raise generations of transformational leaders by providing platforms for personal, career and community development.

Since inception, the Foundation through committed individuals (volunteers), schools, organizations, mentors, sponsors and partners have provided interventions in rural and urban public primary and secondary schools through its leadership and community development programme, and in school mentoring programme to over 2, 287 students and 105 teachers from 61 schools across 14 LGAs. Leadership and community development programme is designed to develop and engage students through principles and community based leadership and soft skills to impact their school/community positively and achieve personal excellence while the in school mentoring programme is designed to provide tailored academic and psycho social counseling and support to children experiencing difficulties with their education. However, a key finding made from the evaluation of our programme is the problem of high school dropout rates and out of school children.

D) Problem Background:

Children under 15 years of age account for 45% of the 171 million population in Nigeria. Recently, it was reported that 10.5 million children of primary school age are out of school. Reasons why children go uneducated are diverse – parents' inability to afford school fees, long distances to school, inadequate infrastructure and materials to support learners' needs, and a lack of qualified teachers amongst many others.

Reports from survey conducted on Out of School Children (OOSC) in Apkabuyo and Bakassi LGAs in Cross River State shows that there are children who dropped out of school or have never been enrolled in school. The report shows that there are more children who dropped out or have not been enrolled in secondary schools than there are in primary schools, more children stop school in examination classes (Primary 6, JSS1 and SSS1), more male children are enrolled in school than female children, a lot of families are either separated or divorced, many parents who are either divorced or separated find it difficult to send their children to school, children from broken homes do not have high interest in schooling, a lot of parents would rather spend more money on themselves than on children's education, majority of children in the Internally Displaced Persons (IDPs) Camps have lost interest in schooling, parents in the IDPs camps have more children than they can carter for and are unable to send most of their children back to school.

According to the report, of the 315 families interviewed in Bakassi, there are 477 children not enrolled in primary school and 607 children not enrolled in secondary school. According to census report of 2016, the estimated total population of Bakassi for 2016 was about 31,641 and the number of children of school age (5-15) was about 8, 236. On the other hand, of the 267 families interviewed in Akpabuyo, there are 502 children not enrolled in primary school and 637 children not enrolled in secondary school. According to 2006 census report, the estimated total population of Apkabuyofor 2016 was 272, 262 and the number of school age children (5-15) was about 76, 963. Reasons given by the families interviewed ranged from Poverty, Family issues, Loss of one parent, Ill health, No job, No money for business, Not interested, No jobs after school, Not able to register for SSCE (WAEC), Not able to register for First School Leaving Certificate Examination FSLCE, Divorce, Children's choice of school, and Few qualified teachers in schools. Some of the affected children also gave reasons to include Poverty, Loss of one or both parent(s), and Parents' lack of interest in school

E) Project Justification

In the past five (5) years, the Foundation has directly impacted over 25,000 young people through its unique programmes and the continued commitment of individuals, schools, corporate organizations, mentors, sponsors and partners who share in the vision of raising a generation of transformational leaders.

Since inception, the Foundation through committed individuals (volunteers), schools, organizations, mentors, sponsors and partners have provided interventions in rural and urban public primary and secondary schools through its leadership and community development programme, and in-school mentoring programme to over 2, 287 students and 105 teachers from 61 schools across 14 LGAs and has also awarded scholarships to over 80 outstanding students through essay competitions.

In previous years, Leadership and Community Development Programme was designed to develop and engage school age children through principles and community based leadership and soft skills and achieve personal excellence while the in school mentoring programme is designed to provide tailored academic and psycho social counseling and support to children experiencing difficulties with their education. After conducting evaluation of the programme, it has been reviewed to involve setup of school and community projects to be undertaken by these students with the guide of youth volunteers and teachers.

F) Description of proposed activity:

The EROOSC project involves the enrollment of out of school children from rural communities into primary and secondary school and ensuring a high completion rate of school children. It is designed to ensure that out of school children from disadvantaged communities and vulnerable homes are enrolled in school while those who dropped out for any addressable reason are reintegrated into school.

The Bridge Leadership Foundation would provide this intervention by mobilizing support across communities, relevant state and national stakeholders and the global community to ensure that the basic needs required of these children to attain primary and secondary education are provided. While we recognize that OOSC needs are varied, EROOSC will focus on enrollment of affected children into schools, meeting their immediate learning needs through non-formal learning spaces called Learning Support Centers (LSC) to assist them experience education and boost their psychosocial skills before transiting them into formal school systems, make provisions for school requirements – school uniforms, text and note books, bags, stationeries and train teachers and volunteers to provide academic and social support to OOSC students ensuring proper record and tracking of attendance, retention rates, academic improvements and transition rates.

Beneficiaries of the EROOSC initiative will spend 5 weeks at the Learning Support Centers before they are mainstreamed into formal classrooms. The Foundation will work with key stakeholders like the State Ministry of Education, State Universal education Board, State Ministry of women and social welfare, principals and management committees of schools, community based organizations and other private partners.

This activity would involve the following:

- Community Survey
- Stake Holder Mapping & Engagement
- Stake Holders (Advocacy Visit)
- Stake Holders (Community Engagement)
- Meeting Parent/Guardian
- Learning Support Centers
- *Training Of Counselors and Volunteers*
- Enrollment
- Welfare (Sustainability Plan)
- Monitoring
- Evaluation
- Award

The beneficiaries of this project include

Direct Beneficiaries

- 600 out of school children from Akpabuyo and Bakassi
- 6 teachers

By the end of the project, we expect

- To have reduced the number of OOSC from Akpabuyo and Bakassi by 1800 in 3 years
- To have reduced the drop-out rate of children that are of primary and secondary school age in Akpabuyo and Bakassi by 5% in 3 years
- To have improved the net enrollment of OOSC into primary and secondary by 1800 in 3 years
- To have reduced late entry for children of primary school age by 5%

G) Objective of the proposed grant activity:

The goal of EROOSC is to increase the net primary and secondary school enrollment rate of children by 5% in 3 years while creating conditions to reduce the drop-out rates of primary and secondary school children in rural communities of cross river state.

The objectives of EROOSC include:

- To reduce the number of OOSC
- To reduce the drop-out rate of children that are of primary and secondary school age
- To improve the net enrollment of children into primary and secondary school
- To reduce the late entry rate of children that are of primary and secondary school age

H) Sustainability plan:

The project would mobilize community support from members of the community, corporate organizations (through their CSR policies), government agencies, business community and the global community.

EROOSC is also designed to involve parents/guardians in gainful enterprising activities to address the issue of insufficient income through a multipurpose cooperative system of finance support.

Additionally, the foundation would continue to conduct its own fund raising processes from other individuals, corporate and government agencies to implement the project

I) Monitoring plan:

The project will train teachers and volunteers to provide academic and psychosocial support to OOSC students. They will ensure proper record and tracking of attendance, retention rates, academic improvements and transition rates of OOSC Profiles throughout the project cycle. Training will be conducted periodically to equip them on the results we hope to see.

A strategy for how M&E information will be reported and used will be developed prior to project commencement. All project staff, selected volunteers, collaborating partners at all levels will receive capacity building training on performance management system including all reporting and data collection guides.

We will track the attainment of defined target results through outcome monitoring as follows:

- We will conduct systematic collection of data
- Identify the information needs at different levels of the project implementation cycle;
- Develop methods to assess project progress and performance
- Assess the quality of key activities, learning support and outputs with relevance to the expected outcomes;
- Assign clear responsibilities for undertaking monitoring activities

- Share formats for reporting progress and achievement and issues/problems and remedial actions.

J) Project risk and mitigation strategy:

Risks

- Parents unwillingness to support children's stay in school for economic reasons
- Children's state of mind and resolve on schooling and inability to adapt to the school environment
- Teacher and volunteers inability to follow through with support and monitoring
- Tendencies for politicians to campaign with success stories of EROOSC beneficiaries

Mitigation

- Parents buy-in would be solicited and they will be sensitized and involve from the beginning of the project through the project cycle.
- Learning Support Centers (LSC) will be set up to provide psychosocial support to help boost the minds of the beneficiaries
- The project will conduct capacity building training for both teachers and volunteers to deliver on the project
- Beneficiaries would be adequately profiled and enlightened to understand the partners involved in the project. Also, communication materials will be appropriately branded to ensure clarity in messaging

K) Project partners or stakeholders that will play a role in the delivery of the project:

- State Ministry of Education
- State Universal Basic Education Board (SUBEB)
- Community based organizations
- State ministry of women affairs and social welfare
- Principals and management committees of schools
- Private Institutions
- Chairman, State House of Assembly Committee on Education
- Teachers
- Community Heads
- Traditional Media (Tv, Radio, Print)
- New Media

L) Management Proficiency of Project Team

The project would be supervised and managed by experienced and committed personnel who are enthusiastic and result oriented in their approach. They include

UchennaAchunine; Executive Secretary

UchennaAchunine - UchennaAchunine is Senior Social Development Executive with more than 12 years project & people management experience leveraging tri-sector (Public/Private/Non-Profit) partnership to address societal issues.

He is currently the Executive Secretary of The Bridge Leadership Foundation.

Prior to The Bridge, he served as Chief Operating Officer (COO) of CVL (Centre for Values in Leadership) from 2007 – 2017. Uchenna joined CVL in January 2006 as a Program Coordinator and rose to the position of COO in 2007. He is a highly motivated and passionate Social Worker who contributed a lot to repositioning and turning around CVL through learning's from the Social Sector Management Program (SSM) at the Enterprise Development Centre (EDC) of the Pan Atlantic University in 2011. He holds a First degree in Philosophy from Imo State University, Owerri.

He has many years of programme development and implementation experience. He proposed and developed the CVL CSR Outsourcing Model that attracted commendation from NAPIMS and other organizations and supervised implementation of projects worth more than N1,500,000,000.00 (One billion, five hundred million), funded by Exxonmobil and DFID under this scheme.

He has versed experience in community engagement and advocacy having been involved in the successful implementation of more than 150 community projects. Some of his special skills and passion include closing the education & employment opportunity gap for underserved youth, guiding individuals to discover, unlock and strategically use their unique talents to create, outstanding results in their lives, work or business, rigorous negotiation capabilities, high-level strategic thinking and ability to drive change within a complex environment.

Ndifreke Patrick; Programmes Coordinator (Project Team Lead)

Ndifreke Patrick has over 9 years of experience working in the social sector around youths and women advocacy issues. He has worked with several organizations designing and implementing programs with measurable outcomes and impact while positioning the organizations as strategic partners in youth development in the Niger Delta Region.

Ndifreke is a Certified Social Sector Manager from Enterprise Development Centre –Pan Atlantic University, Lagos. He holds a Diploma in Youth Development and Entrepreneurship from the University of Zambia – a program of the Commonwealth Office, Region Africa Zambia, and a Certificate in Discovering Young Leaders Programme by the Commonwealth Youth Program and International Labour Organization, Lusaka

Prior to joining The Bridge Leadership Foundation (TBLF), he had worked as the Senior Programmes Officer with Greater Tomorrow Initiative, Uyo where he worked on several

school and community based projects including youth focused projects as collaborating partner organization funded by USAID and Lead Implementing organization funded by PIND, and UNDEF.

Ndifreke is skilled in Program design and development, Project management, People management, Social Innovation, Policy leadership and budgeting, Public awareness and advanced advocacy, Issue learning for advocacy, Transparency, Accountability and Good Governance, monitoring and evaluation and knowledge exchange, Cluster leadership, Gender Equality and social Inclusion, STARNET, Resource Mobilization for Organization Sustainability, Conflict Prevention and Analysis and Strategic plan, Organizational Policy and Procedures.

He is currently the Programmes Coordinator at The Bridge Leadership Foundation

OluwafunmilolaOjo; Administrative and Account Manager (Project Team)

OluwafunmilolaOjo has over 9 years significant experience in financial accounting, budgeting and grant management. Prior to joining The Bridge Leadership Foundation (TBLF), she was The Account and Administrative Manager at Women in Management, Business and Public Service (WIMBIZ) for several years in Lagos State.

Oluwafunmilola is a graduate of Accounting from the Federal Polytechnic Ilaro, she holds a PGD in accounting from the LadokeAkintola University of Technology and also an MBA in-view from the University of Calabar. She is passionate about development and is given to mobilizing and managing resources for organization sustainability

She is currently the Administrative and Accounting Manager at The Bridge Leadership Foundation.

Aruk Eteng; Monitoring and Evaluation Assistant (Project Monitoring Officer)

ArukEteng has more than four years relevant experiences in the field of Program implementation, and Project Monitoring, Evaluation and Learning on PERFAR, USAID and UK Aid funded projects. She holds a degree in Biological Sciences with a good background and strength in health interventions.

She has acquired trainings and courses in Project Management for Development Professionals with APMG, International Project Management with International Project Management Professionals, and Health Safety Security and Environment with Millennium Training Acquisition limited. She has proficiency in project design and planning, implementation, monitoring and evaluation, data analysis and decision making.

She is currently the Monitoring and Evaluation Assistant at The Bridge Leadership Foundation

EfahAboli; Media and Communication Assistant (Project Communication Officer)

EfahAboli has 3 years of development experience in communications and outreach on various projects. She has volunteered on the Foundation's programmes for over 2 year providing assistance to the administrative manager and programmes coordinator. She is experienced in implementing communications strategies, drafting and editing press releases, publications, social media content, tracking of projects and media exposure, presentations and reports preparation.

She holds a degree in Biology from the University of Abuja. She is currently the Media and Communication Assistant at The Bridge Leadership Foundation.

NyaAsuquo; Procurement and Logistics Officer (Project Logistics Officer)

NyaAsuquo is an experienced logistics officer with over 8 years of relevant experience. He is an institutional rally point at TBLF having worked with the Foundation from inception till date. He is enthusiastic and always enjoys challenges that make him strive towards achieving his goals.

He possess an excellent ability to motivate others while providing the enabling conditions and working environment for other team members to perform their work at their best. He has obtained relevant training on procurement, logistics,

He is currently the Procurement and Logistics Officer at The Bridge Leadership Foundation.

M) Gender Mainstreaming:

The project understands the challenges faced by girls as it relates to education. It is therefore designed to ensure at least 50% enrollment of the girl child.

It would also provide for 50% female participation for undergraduates to serve as volunteers responsible for training and educating students on the project.

N) Sustainable Development Goals

The project would help promote and achieve sustainable development goals 4 – Quality Education, 10 – Reduced inequalities, and 17 – Partnerships for the goals

PROJECT BUDGET

					Budget	1 USD=N360
COST CATEGORIES	Month/Days	Unit Cost	Quantity	Total (NGN)	TOTAL (USD)	
PROGRAM ACTIVITIES						
COMMUNITY SURVEY				100,000.00	277.78	
STAKE HOLDERS(COMMUNITY ENGAGEMENT)				530,000.00	1,472.22	
LEARNING SUPPORT CENTRES						
Venue	1	50,000.00	6.0	300,000.00	833.33	
Welfare of OOSC (Out of School Children)	25	325.00	600.0	4,875,000.00	13,541.66	
Stipend for Teachers	25	1500.00	6.0	225,000.00	625.00	
TRAINING OF COUNSELORS AND VOLUNTEERS						
Feeding	3	1,500.00	35.0	157,500.00	437.50	
Photography and Video	1	60,000.00	1.0	60,000.00	166.66	
Printing of Manual	1	120.00	35.0	4,200.00	11.67	
Venue	Donated					
Transport Allowance	1	2,000.00	35.0	70,000.00	194.44	
MEETING PARENT/GUARDIAN						
Venue	Donated					
Snacks and drinks	Donated					
Transport	1	10,000.00	4.0	40,000.00	111.11	
ENROLLMENT						
School Fees	3	5,000.00	600.0	9,000,000.00	25,000.00	

Uniform/Socks/Sandals	1	5,000.00	600.0	3,000,000.00	8,333.33
Books and Pen	1	7,000.00	600.0	4,200,000.00	11,666.66
School Bag	1	2,000.00	600.0	1,200,000.00	3,333.33
WELFARE (Sustainability Plan)					
Financial Management Support for Children's parents/Guardians	1	45,000.00	300.0	13,500,000.00	37,500.00
MONITORING					
Volunteers Stipend	9	5,000.00	24.0	1,080,000.00	3,000.00
EVALUATION					
Consultant	1	500,000.00	1.0	500,000.00	1,388.88
OTHER COST					
Roll Up Banner	1	25,000.00	2.0	50,000.00	138.88
T-SHIRT	1	5,000.00	80.0	400,000.00	1,111.11
Transportation	1	3,000.00	35.0	105,000.00	291.67
TOTAL PROGRAMME COST				39,396,700.00	109,296.35
Other project logistics	1	53,300	1	53,300.00	148.05
Grand Total				39,450,000.00	109,444.40

BAKASSI

Local Government Area in Cross River State, Nigeria

Population development

Population Census (1991) – Not Available

Population Census (2006) – 31,641

Average Population Growth Rate – 2.95%/year

(Change recorded from 2006 to 2016)

Population Projection (2017) – 43,548

Population 0-14 years (2017) – 11,236

School Age Children (5-14) – 7,945

Out of school children – 2,648

(1/3 of the population)

Percentage of School Age Children – 18.2%

Percentage of Out of School Children – 33.3 %



BASED ON FINDINGS CONDUCTED FOR 315 FAMILIES IN BAKASSI;

Population of School Age Children Not Enrolled in School

Primary School – 477 children

Secondary School – 607 Children

Average No. per family NOT enrolled in School

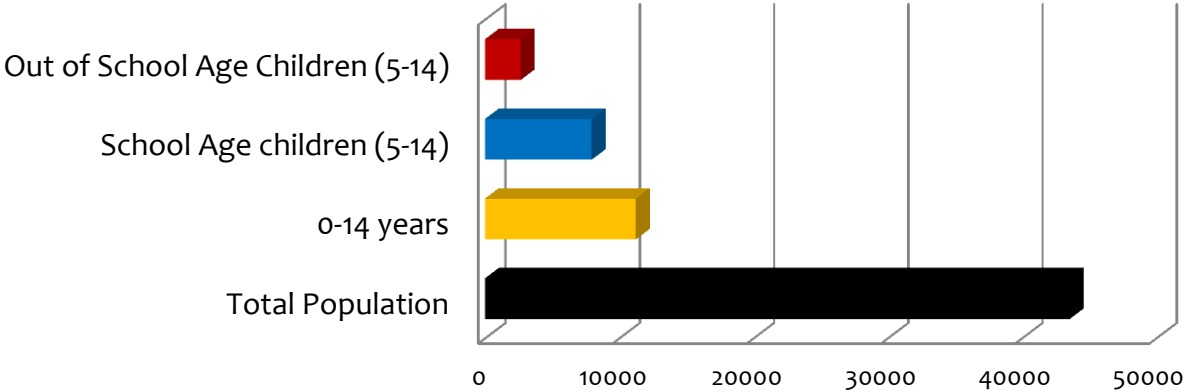
Primary School – 1 child

Secondary School – 1 child

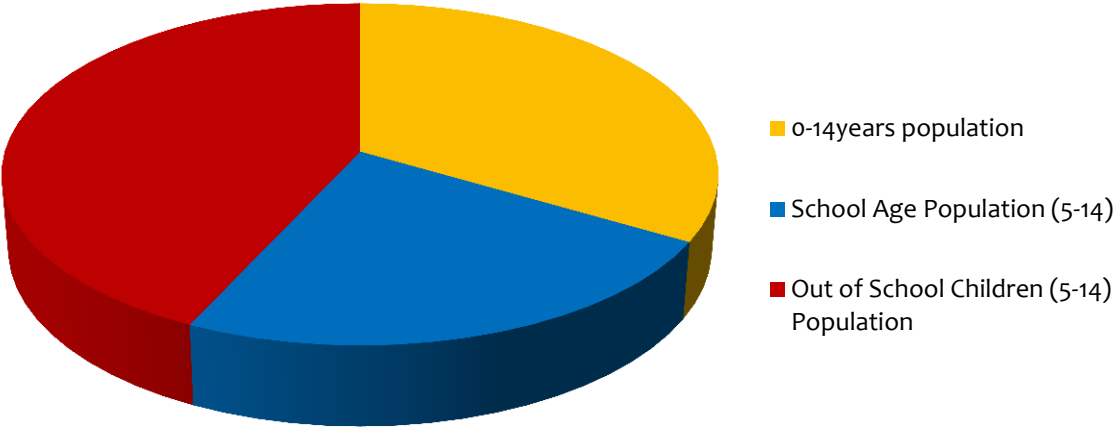
Bakassi LGA has a population of about 43,548. The number of school age children between 5 - 14 years is 7,945(18.2%). As at 2017, Bakassi has 2, 648(33.3%) out of school children.

Cross River State has 18 LGAs namely Abi, Akamkpa, Akpabuyo, Bakassi, Bekwarra, Biase, Boki, Calabar Municipal, Calabar South, Etung, Ikom, Obanliku, Obubra, Obudu, Odukpani, Ogoja, Yakurr and Yala. In Nigeria, 10.5 million children of school age are Out of School. Worldwide, 36 million girls are out of school; of this number 6 million are Nigerian. One-third of school age children are not enrolled in school, Nigeria faces the biggest shortage of teachers in the world accounting for 12% of the Global total and only 6% of the national budget is allocated to education compared to the 26% recommended by UNESCO.

Out of School Children Population in Bakassi



	Total Population	0-14 years	School Age children (5-14)	Out of School Age Children (5-14)
Series1	43548	11236	7945	2648



AKPABUYO

Local Government Area in Cross River State, Nigeria

POPULATION DEVELOPMENT

Population Census (1991) – 103, 952

Population Census (2006) – 272,262

Average Population Growth Rate – 2.94%/year

(Change recorded from 2006 to 2016)

Population Projection (2017) – 374,598

Population 0-14 years (2017) – 141,555

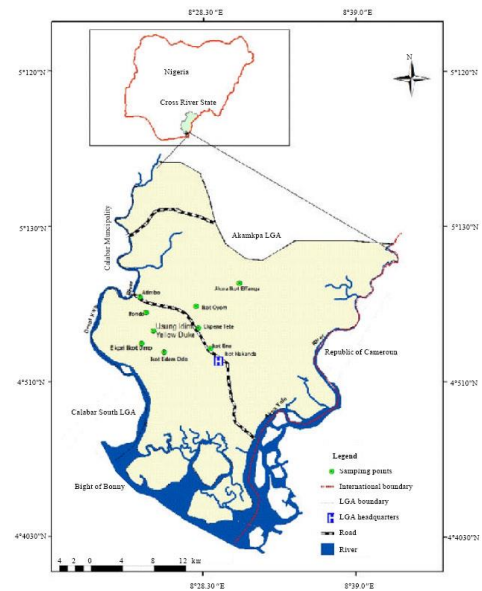
School Age Children (5-14) – 109,118

Out of school children – 33,361

(1/3 of the population)

Percentage of School Age Children – 29.1%

Percentage of Out of School Children – 30.6%



BASED ON FINDINGS CONDUCTED FOR 267 FAMILIES IN AKPABUYO;

Population of School Age Children Not Enrolled in School

Primary School – 502 children

Secondary School – 637 Children

Average No. per family NOT enrolled in School

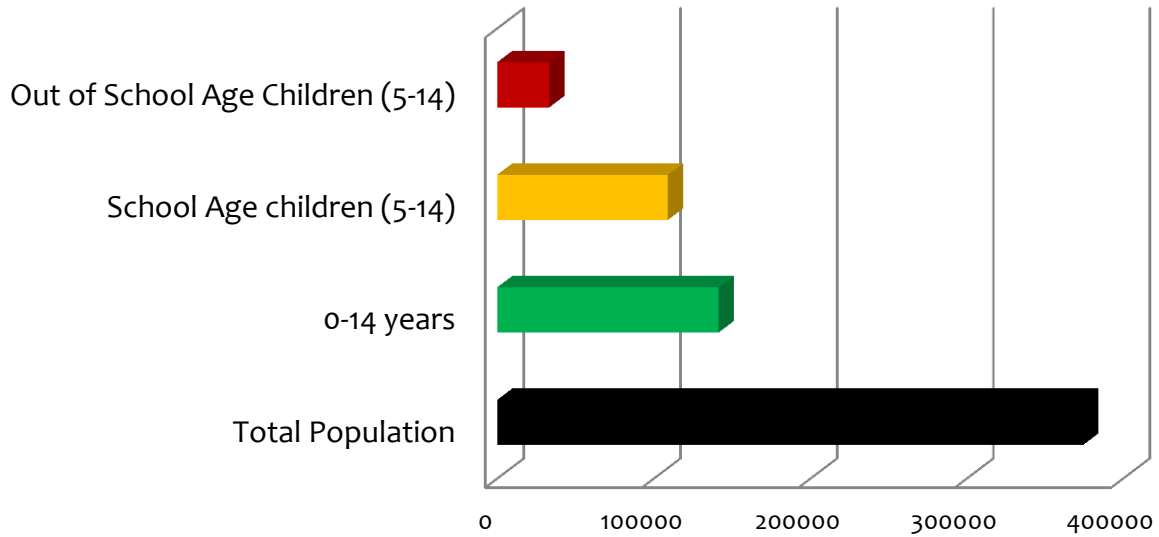
Primary School – 1 child

Secondary School – 2 children

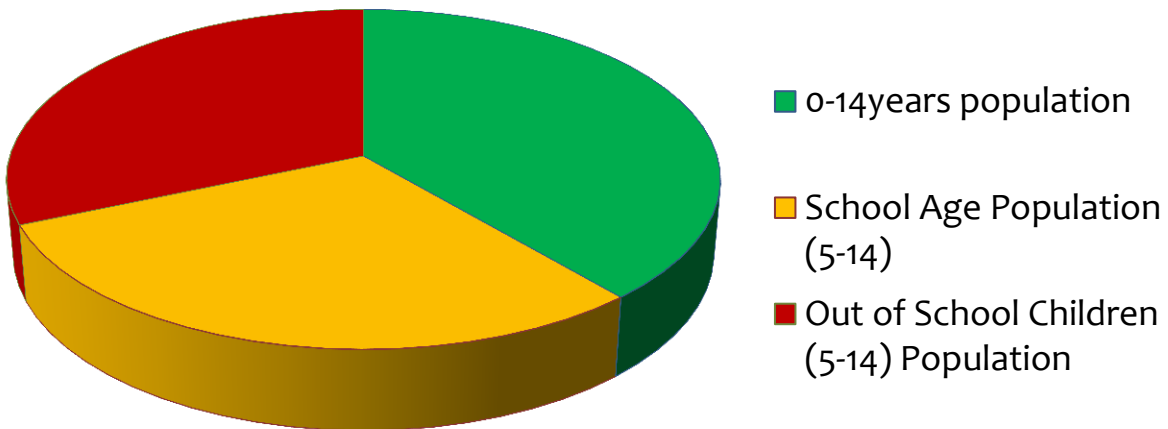
Akpabuyo LGA has a population of about 374,598. The number of school age children between 5 -14 years is 109,118(29.1%). As at 2017, Akpabuyo has 33, 361(30.6%) out of school children.

Cross River State has 18 LGAs namely Abi, Akamkpa, Akpabuyo, Bakassi, Bekwarra, Biase, Boki, Calabar Municipal, Calabar South, Etung, Ikom, Obanliku, Obubra, Obudu, Odukpani, Ogoja, Yakurr and Yala. In Nigeria, 10.5 million children of school age are Out of School. Worldwide, 36 million girls are out of school; of this number 6 million are Nigerian. One-third of school age children are not enrolled in school, Nigeria faces the biggest shortage of teachers in the world accounting for 12% of the Global total and only 6% of the national budget is allocated to education compared to the 26% recommended by UNESCO.

Out of School Children Population in Akpabuyo



	Total Population	0-14 years	School Age children (5-14)	Out of School Age Children (5-14)
Series1	374598	141555	109118	33361



OUT OF SCHOOLCHILDREN (OOSC) SURVEY DATA COLLATION REPORT

The Bridge Leadership Foundation in partnership with Care Mentors Innovation Networks embarked on a one-week survey and data collation for school drop-outs and children that are not enrolled in school. Six volunteers including the founder of Care Mentors Innovation Networks were in the field for the project.

Background of the project

Akpabuyo and Bakassi seem to have similar challenges that are peculiar to communities with high illiteracy and unemployment rates. These challenges range from high rate of poverty to increased number of teenage pregnancy victims. These challenges are not also far from the wretched experience of the innocent victims of the ceding of Bakassi to Cameron, which has now forced them to be generally termed “Internally Displaced Persons”. Based on these facts, this project was aimed at collating data of children who are of school age but are either dropped out of school or have not been enrolled into any school before.

In the end, we hope to provide some answers to unasked questions about why these children are not in schools.

Duration of project: One week 10th – 18th January 2018.

Number of volunteers: 6 (One male and five female)

Data collation methods

Two major methods were used to collate these data for accuracy purpose. These methods were:

- Door-to-door/Canvassing method: Volunteers moved from one house to another asking question about OOSC. This method worked in communities that were not densely populated.
- Town hall meeting: Here, volunteers met with the village head and requested that parents be present at the town hall the following day for a brief discussion with community leaders. Volunteers met the parents at the town hall and asked questions about OOSC while collating data too. This method worked in communities that are densely populated.

COMMUNITIES VISITED

Akpabuyo

IkotNakanda IkotEyo IkotEne Idebe Maternity
EkpeneTeteIkotEfanga Akansoko Mfamosing IkotOffiongAmbai
IkotEwaleIkotAsuquoEbisa

Bakassi

Ikang Edikldim Ekpeilkang Abakpa Akpab IneAbasi
IneNkoi IfiangNsung IkotNkongEnie Nsidung Esighi
IkotEffiomObutong

Data summary

The summary of the data collated within the period 10th January 2018 and 18th January 2018 are summarized thus:

Local Government Area	Number Of Children Not Enrolled In Primary School	Number Of Children Not Enrolled In Secondary Schools	No Of Families Visited
Bakassi	477	607	315
Akpabuyo	502	637	267
Total	979	1,244	582

Data comparison and analysis

Parameters	Bakassi	Akpabuyo
Size	Smaller	Larger
Population	Densely populated	Densely populated
Internally displaced persons	Yes	No
Rate of poverty	Higher	High
Rate of illiteracy	Higher	Higher
Primary Schools presence	Yes	Yes
Secondary schools presence	Yes	Yes
Job employment opportunities	Minimal	A lot better

Parents' responses for having out of school children

No job	No jobs after school	Divorce
No money for business	Not able to register for SSCE (WAEC)	Children's choice of school
Not interested	Not able to register for First School Leaving Certificate Examination FSLCE	Few qualified teachers in schools

Children's responses for being out of school

Poverty	Loss of one or both parent (s)	Parents low interest in school
---------	--------------------------------	--------------------------------

Observations:

- Majority of children in the Internally Displaced Persons (IDPs) Camps have lost interest in schooling.
- Parents in the IDPs camps have more children than they can cater for, hence, are unable to send most of their children back to school.
- There are children who dropped out or are not enrolled in secondary schools than there are in primary schools.
- More children stop school in examination classes (Primary 6, Junior Secondary School 1 and Senior Secondary School 1).
- Male children are enrolled more in school than female children.
- A lot of families are either separated or divorced.
- Many parents who are either divorced or separated find it difficult to send their children to school.
- Children from broken homes do not have high interest in schooling.
- A lot of parents spend more money on themselves than on children's education.

Conclusion

According to the data collated, there are about 2,223 OOSC out of 315 sampled families in both Bakassi and Akpabuyo majorly due to high rate of poverty and broken homes. These children are willing to go back to school if there are funding opportunities for their tuition.

CAC/IT/NO 52447



CORPORATE AFFAIRS COMMISSION
FEDERAL REPUBLIC OF NIGERIA

Certificate of Incorporation

of the Incorporated Trustees of
THE BRIDGE FOUNDATION FOR YOUTH LEADERSHIP

I hereby certify that

SENATOR LIYEL IMOKE, MRS. YVONNE FASINRO, SENATOR UDOMA UDO UDOMA, MAZI ALEX OTTI, CHIEF ASUQUO EKPENYONG, MR. AIGBOJE AIG IMUOKHUEDE, SENATOR VICTOR NDOMA EGBA,

the duly appointed Trustees of THE BRIDGE FOUNDATION FOR YOUTH LEADERSHIP have this day been registered as a corporate body, subject to the below mentioned conditions and directions.

Given under my hand and the Common Seal of the Corporate Affairs Commission at Abuja this Eleventh day of May, 2012

CONDITIONS AND DIRECTIONS

This certificate is liable to cancellation should the objects or the rules of the body be changed without the previous consent in writing of the Registrar General or should the body at any time permit or condone any divergence from or breach of such objects and rules.

Note:

This certificate does not bestow upon the Organization the right to establish any institution, engage in any business and the like without permission from the appropriate authority.




BELLO MAHMUD

Registrar - General

520158